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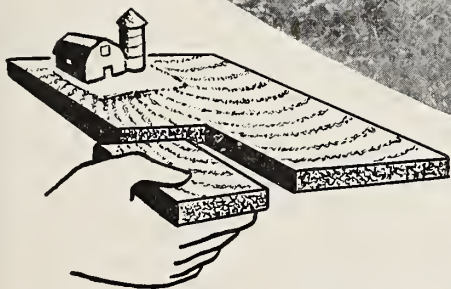
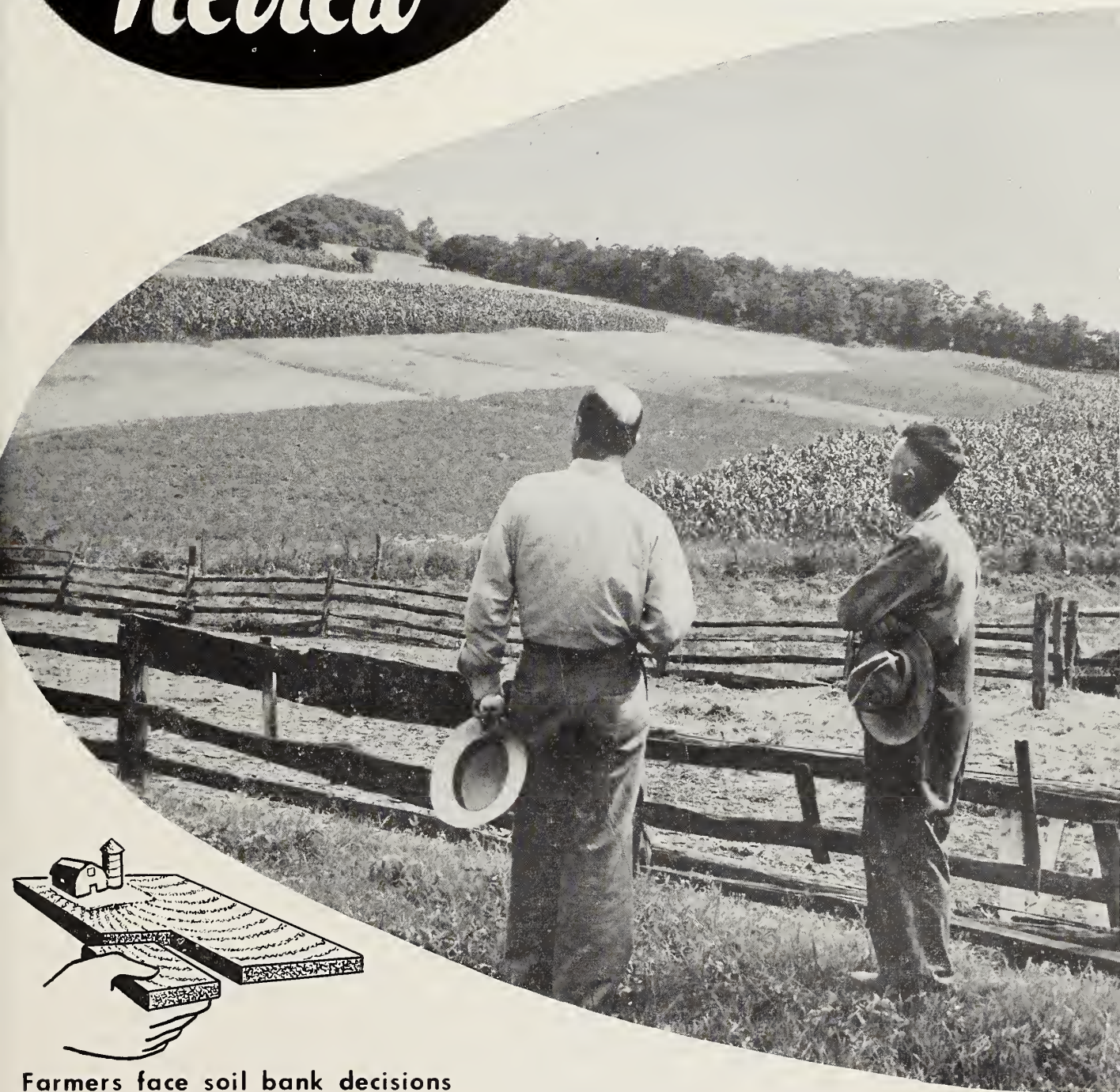
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JULY 1956

EXTENSION SERVICE

# *Review*



Farmers face soil bank decisions

See page 123

UNITED STATES DEPARTMENT OF AGRICULTURE



FEDERAL EXTENSION SERVICE



Prepared in Division of Information Programs

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## **EAR TO THE GROUND**

For many months we've been hearing from one source or another that many Extension workers are not familiar with the organizational pattern of the Cooperative Extension Service. Others are interested in knowing more about the relationship of the American Association of Land-Grant Colleges and State Universities to the USDA and to State and County Extension workers.

We persuaded Dr. Russell I. Thackrey to attempt this difficult job, and we think he has turned out a masterpiece. If you are not acquainted with this democratic organization, you will find it well worth some study. In spite of its complex nature, there are well-defined channels through which your opinions on programs and policies can move right along to the top. It's your right and your privilege to express yourself.

Dozens of committees are hard at work throughout the year studying Extension problems and coming up with the best recommendations they can make. To repeat Dr. Thackrey's example, program projection developed from long discussions of the need to probe deeper into our county resources and potentials. The culmination of this has been the intensive effort to get county people to study their county, evaluate its needs, and plan and develop a program that will create better people and a better place to live.

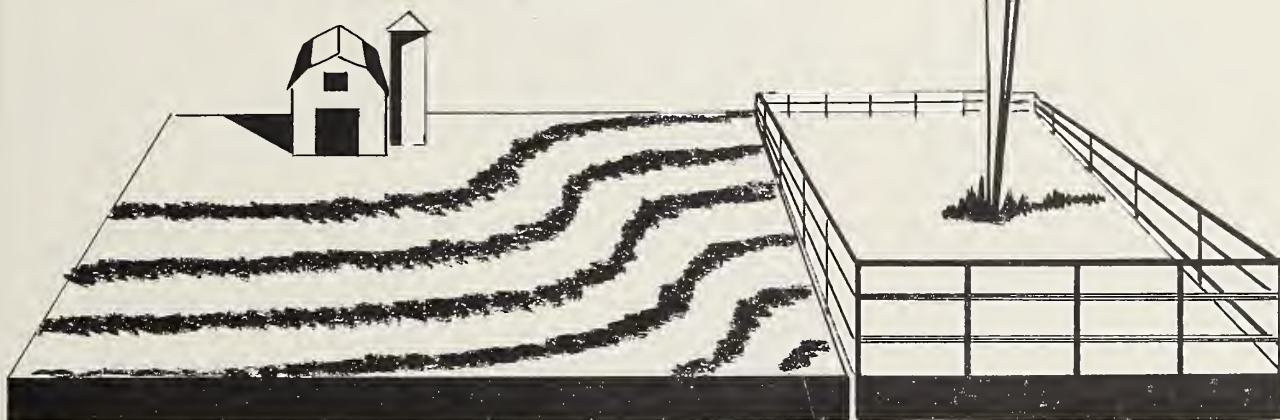
Knowing the strength and soundness behind you will help to impart it to the people in your county, and thereby strengthen your own influence.

In next month's Review Gordon Nance of Missouri tells why he's still finding satisfactions in Extension work, even after he has retired from almost 40 years of service. He liked being a salesman of ideas, enjoyed developing his talents in public relations, and found pleasure in watching others grow.

Also included next month is something new—a page or two of short items that have ideas or methods you may want to try out for yourself. If you have some choice experiences that would fit into this miscellaneous page, please send them in. CWB



## *Farmers Face Soil Bank Decisions*



*C. M. FERGUSON, Administrator, Federal Extension Service*

**P**ASSAGE of the Agricultural Act of 1956 with the soil bank provisions presents an opportunity and at the same time places a big responsibility on State and Federal agencies concerned with the welfare of farm people.

The soil bank has two parts. The first is the acreage reserve—to reduce the acreage of designated crops below allotments on a voluntary basis. Only this phase of the program is in effect for the '56 crop year. The second is the conservation reserve—to reduce the acreage of land in row crops and small grains on a voluntary basis and put such acreage to conservation uses. The immediate job is to bring to farmers an understanding of what the legislation provides.

Now that the soil bank has become law, farmers are anxious to get in-

formation on it and eager for help in relating it to their own farm plans. Commodity Stabilization Service committees have the responsibility of signing up the farmers, but the Extension agents can help the farmer understand how participation would affect his particular farm situation. Until the provisions are developed for 1957, however, our role will necessarily be limited by the emergency type program being made available.

All families will have to go through the same decision-making process that families in farm and home development employ when they inventory their resources, analyze their anticipated expenses, and consider the various alternatives.

Extension agents are experienced in counseling families on their farm and home plans. Educational leadership is their responsibility and they

will be looked to for advice when the benefits of the new law are considered.

Leadership means not performing the chores but marshaling the forces available to get the story across. This includes agreement with all concerned on a plan of action outlining the job identifying outlets for information and dividing up the tasks among those participating.

The Extension Service has a primary responsibility to farmers. Thus, in providing information to them, Extension workers do not serve as salesmen for any one activity or program; rather they make sure that farmers thoroughly understand the aids that are available to them and that they know how they can be used. The final decision as to the type of assistance the farmer wants is left to him.



# Our Cooperative Extension Service . . .

## The American Association of Land-Grant Colleges and State Universities . . .

R. I. THACKREY  
Executive Secretary-Treasurer  
AALGC and SU

*Helps to make it tick*

UNLIKE Gaul divided into 3 parts, the Cooperative Extension Service is composed of 3 parts, namely, the Federal, State, and County Extension Services. The heart of these is the great land-grant college system, which is unique in higher education in the world. It brings together formal campus teaching, research, and extension work in one institution serving the people.

Many other countries, seeing how tremendously effective the land-grant college system has been in improving the welfare of the American people, are developing institutions along the land-grant college pattern.

A great force for the strength and growth of the land-grant college system is the American Association of Land-Grant Colleges and State Universities. For brevity's sake, it is often called the Land-Grant Association.

This organization furnishes the mechanism through which the land-grant colleges work with each other and with the U. S. Department of Agriculture in formulating national extension programs and policies and regional programs and policies. These are broad and flexible enough to permit each State and county to adapt its program to its own needs and conditions.

There is nothing in the amended Smith-Lever Act of 1953, which is the basic extension legislation, about the Land-Grant Association. The act says that "Cooperative agricultural extension work . . . shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college (Land-Grant College) or colleges receiving the benefits of this act."

### *A Unifying Body*

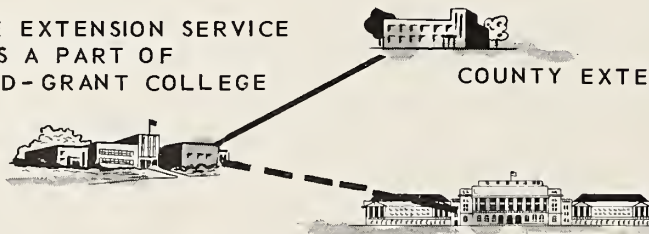
Clearly this does not exclude the possibility of having 51 completely different extension programs in the 48 States, Alaska, Hawaii, and Puerto Rico. Just as clearly, the concept of the U. S. Department of Agriculture working completely separately with each of the 51 colleges on program policy would require either a tremendous staff in the U.S.D.A. or would result in policies being "dictated from Washington" in the interest of uniformity and coordination. Few individual colleges would be able to resist such a centralizing trend.

Neither of these has happened or is likely to happen. The Cooperative Extension Service of the Department and the land-grant colleges is truly cooperative largely because the land-grant colleges have a framework

### THE COOPERATIVE EXTENSION SERVICE IS COMPOSED OF 3 PARTNERS

THE STATE EXTENSION SERVICE  
IS A PART OF  
THE LAND-GRANT COLLEGE

COUNTY EXTENSION SERVICE



FEDERAL EXTENSION SERVICE  
IS A PART OF U. S. DEPARTMENT  
OF AGRICULTURE

through which they can work with each other and with the Department. This is the Land-Grant Association, which will be 70 years old next year.

The Association was formed in 1887—long before the initiation of cooperative demonstration work—because the land-grant colleges and the Department of Agriculture needed it in order to work together in discharging their responsibilities to American agriculture.

Originally, the Association included only the presidents of the land-grant colleges and their agricultural experiment station heads as delegates. As early as 1905, a formal Committee on Extension Work was established, although the subject had been a topic of lively discussion at various earlier meetings. In 1909, this committee was made a section, which gave all extension directors status as delegates to the Association's annual convention.

**Structure Grows Complex**

Through the years, the formal organization of the Association has changed, and various fields of work have been brought into its delegate and committee structure.

Membership in the Association is institutional, and today all 69 land-grant colleges and universities are members. The internal organization is complex. Its top governing body is called the Senate, which includes the heads of all member colleges and universities, 3 elected representatives of each of the 5 divisions, and 1 representative of each of 4 councils.

The divisions are: Agriculture, Arts and Sciences, Engineering, Home Economics, and Veterinary Medicine. These five major subject-matter fields have received traditionally "land-grant" emphasis. The councils, which cut across subject-matter lines, are on Graduate Work, Resident Instruc-

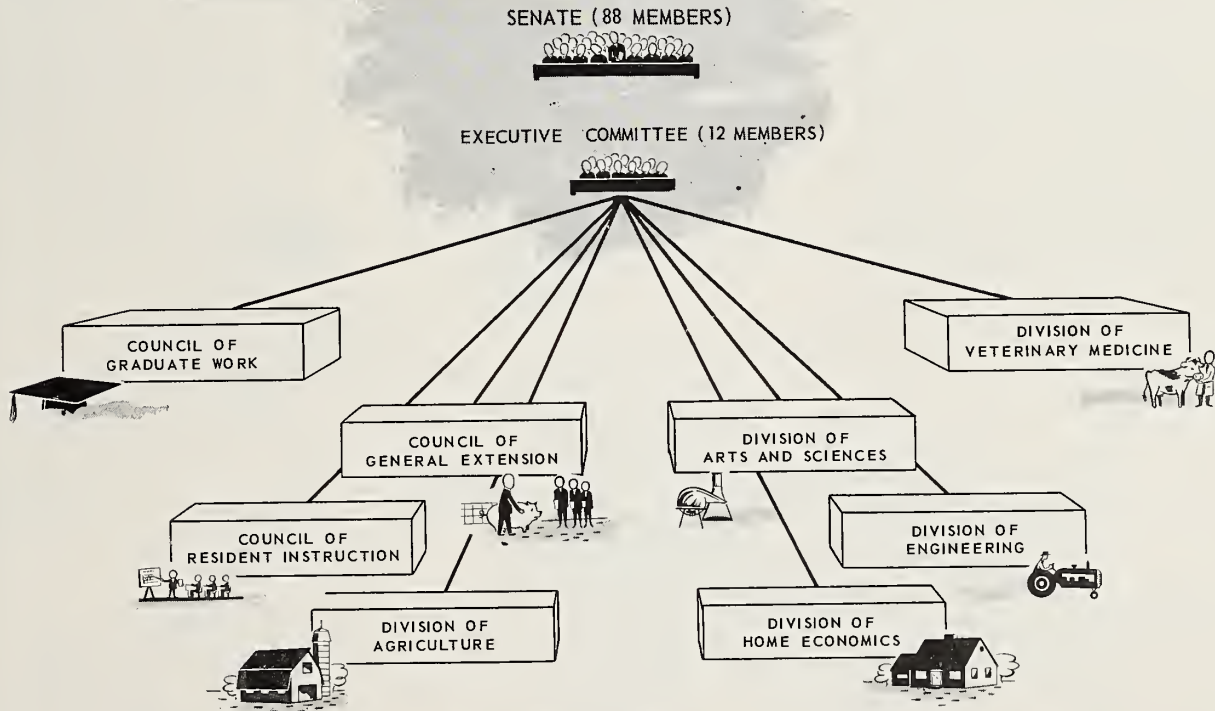
tion, and General Extension. Altogether, some 600 delegates attend the annual convention of the Association. About one-half of them are from agriculture and related fields.

Between annual conventions, the top policy-making body of the Association is its Executive Committee. This is composed of 12 members as follows: Five presidents of member institutions elected by the Association Senate and 5 representatives of the Association's divisions elected by them, plus the president of the association and the immediate past president, who is chairman of the executive committee. Currently, the representative of the Division of Agriculture on the Executive Committee is an extension director.

**Each Has Responsibility**

While the Senate and Executive Committee pass on major policy questions before the Association, much policy determination is done within the divisions, sections, and committees, either finally, or in the form of recommendations for action by the Senate and Executive Committee. For example, the recommend-

**AMERICAN ASSOCIATION OF  
LAND-GRANT COLLEGES  
AND STATE UNIVERSITIES**



(Each Division has many Sections and Committees, where policies are determined and recommendations made to the Executive Committee and Senate.)



ed form of the revised Memorandum of Understanding, governing the conduct of Cooperative Extension Work, was originally developed by a committee representing the Association Senate and the Secretary of Agriculture. The Association's representatives were all extension directors.

This proposed form of memorandum was first reviewed by the Extension Committee on Organization and Policy, by extension directors meeting regionally, by the Extension Section of the Division of Agriculture, and by the Executive Committee and

Senate of the Association. Changes were made at each step and the final draft was approved by both the Senate of the Association and the Secretary of Agriculture. This memorandum, to be effective in any State, must be approved by the governing authorities of its land-grant institution, and by the designated representative of the Secretary of Agriculture. It is now in effect in most States.

The Association has no authority, of course, over any of its members and desires none. It is effective because its recommendations are ar-

rived at only after careful study and review by its member representatives.

The Association's interests are as broad as the interests of the land-grant institutions, which offer instruction and do research and extension work in almost every field of knowledge. Despite the wide range of the Association's interest, agriculture and home economics and their related fields occupy a central position in its activities and concerns. The next section will outline their functions in the Association and deal specifically with the position of Cooperative Extension within the Association.

# ECOP Spelled Out

## *How the Extension Committee on Organization and Policy Functions*

**T**HE first section of this article described the general structure of the American Association of Land-Grant Colleges and State Universities. This part will deal briefly with the work of the Association in the fields of agriculture and home economics and, more specifically, its organization for considering the problems of Cooperative Extension Work in cooperation with the U. S. Department of Agriculture.

In the Land-Grant Association, each of the two divisions, agriculture and home economics, are divided into Research, Resident Instruction, and Extension Sections. Heads of these programs in each land-grant institution are delegates to the association's annual convention and are members of the division's regional and national committees.

Since Cooperative Extension includes both agriculture and home economics, the home economics extension section and agricultural extension section hold joint meetings at the annual convention. Both are represented on many of its policy-making and recommending committees. Each division has its own executive committee to consider common problems of research, teaching, and Extension. Divisional as well as sectional meet-

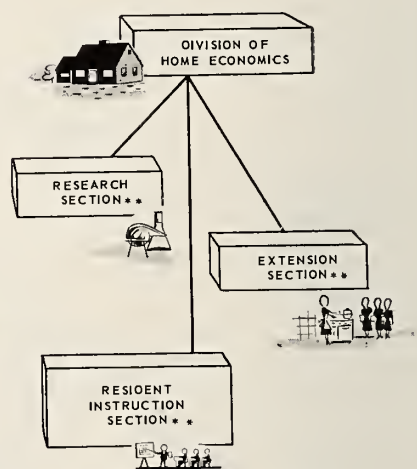
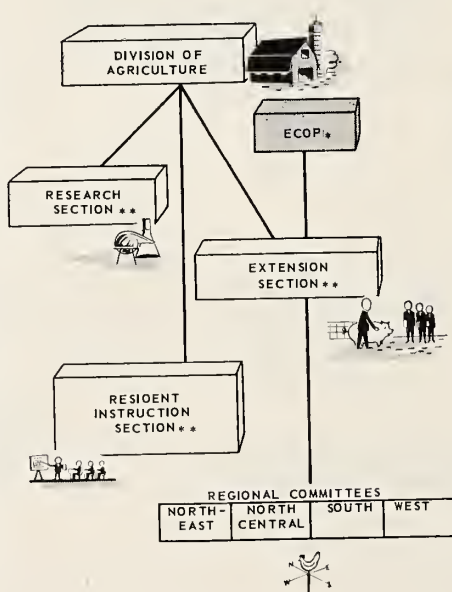
ings are held at the annual convention.

The Extension section of the Division of Agriculture is composed of the extension directors of all land-grant institutions. Officers of the section prepare programs for and preside at general sessions of the annual meeting.

The executive committee's function

in the section, which performs a major role between annual sessions of all the directors, is handled by the Extension Committee on Organization and Policy. This committee is generally spoken of as ECOP.

ECOP is made up of 12 members serving for staggered terms of 4 years each. These members are elected by the regional extension com-



\*\* Each section has regional committees  
\* ECOP means Extension Committee on Organization and Policy. There are 12 members and 10 sub-committees. The members are 3 representatives elected from each region, 2 men and 1 woman. The Federal Extension Service Administrator is an ex-officio member.



mittees, composed of all the directors in each region: Northeast, north central, southern, and western. From each region 2 men and 1 woman are elected to this national committee.

The national committee chooses its own officers, a chairman and secretary; names the many subcommittees to consider various problems; and goes extensively into problems at its 4 to 5 or 6 meetings between conventions of the association. The Administrator of the Federal Extension Service is an ex officio nonvoting member of this committee, and he and members of his staff meet with it during its sessions.

The regional committees of directors also choose their own officers. They meet 3 to 4 times a year in their region, with members of the Federal staff present, to discuss their problems and to make recommendations for common regional action and for ECOP to consider and act upon.

**ECOP's Responsibility**

The work of ECOP arises from many sources. Some of the discussions originate within the regional committees, which bring recommendations to the national committee for consideration by all the regions and the Federal staff.

ECOP meets regularly with representatives of the major farm and commodity organizations to get their views and recommendations. It also meets regularly with its able and hard-working legislative committee. At least once a year it meets with heads of agencies in the Department of Agriculture and with the Secretary and his assistants. There are currently 10 subcommittees or advisory committees, including, for example, those on 4-H Club work, marketing and inservice training. Members or representatives are selected when necessary for many more association committees or joint committees.

Such activities as the National Extension Center for Advanced Study at the University of Wisconsin, the National 4-H Club Foundation and the Association's Committee on Pre-service and Graduate Training for Extension workers, to name only three, came into being as the result of consideration by this committee.

ECOP is a channel through which, for example, problems raised by the administration of the Federal Extension Service or national farm organizations, may be carried through the regions and to the States for discussion. Through this same channel problems originating in a county may be brought, through the regional groups, to national attention and discussion.

All major actions of ECOP are subject to review of course, by the whole extension group at national annual meetings, in regional meetings, or if time does not permit, by mail action. Usually they have had this review before the national committee acts. Major issues, such as the 1953 revision and consolidation of extension legislation were discussed and reviewed over a period of years by the regional and national groups before action was taken.

**For Example**

Space permits only one specific example of the way the Association functions in extension policy matters in cooperation with the Department of Agriculture.

At the urgent request of major farm organizations, the Extension committees of the Association prepared a long-range program for development of Cooperative Extension Work through Federal, State, and local funds. National officers of farm groups considered this essential as a basis for their own recommendations to Congress. This program was approved in principle by the Executive Committee of the Association. In the

early summer of 1955, ECOP again discussed the program with representatives of the national farm groups. The Federal Extension office also participated.

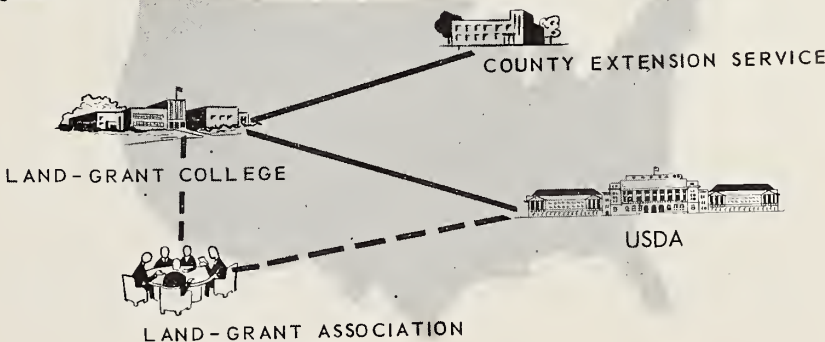
It became clear that certain information was needed to provide farm organizations with facts on which they could, with confidence, endorse and urge support of an expanded program. Necessary for this purpose was, first, that the major emphasis of the long-range extension program should be clearly defined in a statement of objectives. Second, and even more fundamental, was clear knowledge that county, State, and national extension programs are the result of program planning for rural development worked out by farm people in the counties. From there, they proceed to State and national program planning.

**Prior to Program Planning**

The Extension Committee on Organization and Policy concluded that, despite some excellent county program work done in various areas, by and large county Extension work has consisted of serving on the basis of current ability to service the requests for Extension help which local people originated. They reached the conclusion that, as a basis for sound long-range program planning, the following actions were called for: (1) an appraisal by people of each county of the whole county situation as it is; (2) an estimate of the county potential arrived at with the help of Extension workers as resource per-

*(Continued on page 130)*

The American Association of Land-Grant Colleges and State Universities furnishes the mechanism for making policies and programs.





# Leadership Training

## Begins Early in New Jersey

WILLARD BITZER and MARTHA BRANDRIFF,  
4-H Club Agents, Sussex County, N. J.

**J**UNIOR leadership seems to come naturally to the Sussex County, N. J. 4-H program. There were eight junior leaders in the county 3 years ago. Today there are 25.

And what fine problem-solvers our junior leaders have been! For example, when horsemanship became so popular that the Boots and Saddle 4-H Club grew to 70 members, it was too big for three adult leaders to handle. Solution: Young members were divided into nine groups and one older, more advanced club member assigned to each group to teach younger members the skills they need.

Two of these junior leaders carry the major leadership responsibility for another saddle horse club now and there's a third being organized in another part of the county. It will also have a Boots and Saddle junior leader.

Practically the same thing has happened to the Wantage Hustlers. The club's three new leaders did what comes naturally by growing from club members to junior leaders to adult leaders. During this time, the club also grew. The solution to better leadership: A division into junior and senior groups with two former members, just turned 21, taking over the juniors.

Another former club member, now 22, is assistant leader of the senior club. This young man has a knack with teen-agers, which makes it logical for him to stay with the older group. He is president of the 4-H Council this year and will carry much of the responsibility for setting up the physical facilities for 4-H exhibits at the county fair this summer.

And why is Sussex County so endowed with young people who are willing to take the time and responsibility to assist younger club members?

As proud as we are of our 4-H'ers, we don't really think Sussex County is any different in this respect at all. For one thing, it is a rural county. Club work is important in the community and there is recognition in store for young people who are willing to help others.

## New Projects for New Situations

DOROTHY V. SMITH,  
Assistant Extension Editor,  
New Jersey

**W**HAT'S an agriculturally ambitious teen-age fellow to do when he lives in the suburbs and his parents measure their property in feet instead of acres?

He can do as 15-year-old Robert Sked of Hightstown, N. J., does, go in for raising shrubs from cuttings.

That's one of New Jersey's newest 4-H Club projects, designed to meet the growing need of suitable projects for nonfarm youngsters.

The project outline, written by 3 club agents who have many suburban families in their counties, calls for starting at least 10 plants of 10 different shrubs or ground covers, exhibiting at least 1 at a 4-H achievement show or fair, and giving a demonstration about the unit, in addition to record-keeping.

There's a suggested calendar for club meetings and activities in the outline. The writers of the project also suggested topics for demonstrations, starting a cutting box, or potting rooted cuttings, for example. For an individual exhibit, they suggest showing a box with cuttings in place as one possibility. And for ambitious

clubs planning a group exhibit, they listed the layout of a small home nursery, among other things.

There are directions for starting cuttings, too, all in an attractive, well-illustrated project manual.

Robert Sked is one of the 250 New Jersey club members who has followed the manual to a "T." In fact, he's done more than the manual calls for, having received a generous supply of holly cuttings from a large holly nursery in the county.

The Garden State has some horticultural clubs. But, like many other club members interested in growing shrubs from cuttings, Bob belongs to a general agriculture group, the Bear Brook 4-H Club, whose members carry on a wide variety of enterprises. Some have real down-to-earth farm projects, such as growing watermelons, field corn, and tomatoes and raising sheep and turkeys.

Our training program for junior leaders has consisted primarily of (1) encouraging both older club members and leaders to make use of junior leaders, (2) providing individual help as requested, and (3) publicizing the contribution and achievements of junior leaders. We feel that the secret lies with the attitude of the leaders. They have faith in older members' abilities, and are willing to permit able young people to assume responsibility.



Robert Sked of Hightstown, N. J., raises ornamental shrubs from cuttings. He knows each of his 30 varieties by their botanical names.



## *For Leadership Development For Better Camps*

# TRAIN YOUR COUNSELORS

H. W. HARSHFIELD, Ohio  
State Leader, Boys' and Girls'  
Clubs

CAMPING is encouraged in Ohio because of its potential in counselor training and leadership development. Many objectives can be stated for the members themselves, but the possibilities for leadership development for camps justifies the time and expense extension workers give to this program. We recall a district conference of extension agents in the early thirties when the sentiment was for giving up camp programs. The discussion continued for most of the morning when one veteran agent remarked, "I think we had better go slow. As I look back over 25 years of experience, most of the young adult leaders in my county are persons with whom I got acquainted in 4-H camp." That statement changed the tone of the conference. This agent's experience can be duplicated in most counties.

Last year a total of 13,861 members attended one of the 110 camp sessions. Extension-sponsored corporations own 11 camp sites with assets of a half million dollars. Eight other camp sites are being used by one or more camp groups.

Since leadership development is our main objective, we believe that every effort should be made to involve as much of the local leadership as possible. In the first place, each county is largely responsible for the program personnel of camps. One of the extension agents serves as program director of his or her county camp. Song and recreation leaders, and



other personnel are drawn from the county in so far as possible. Secondly, the eleven extension camp corporations are concerned with program as well as facilities.

Eight of the 11 are district camps, each serving 5 to 10 counties. Each camp corporation has been responsible for raising funds and building the camp site. It provides for a camp manager, kitchen help, life guard, and other help. Another very important task is to arrange for counselor training.

We believe that a counselor training program has been more influential than any other factor in improving the camping program. It has provided leader training and it has lessened the burden on extension workers. Each county endeavors to select some of their outstanding young people for counselors. In many counties there is competition for the job of being a counselor. Most are from 16 to 25 years of age. Some of the younger ones prove very satisfactory for junior campers, while college students are preferred for senior camps. It has been a source of satisfaction to see these young people take over the operation of a 4-H camp.

The training camp for counselors is scheduled as the first camp at 9 or 10 of the 4-H camp sites. Usually they devote Friday to Sunday to avoid interference with jobs. The programs have been planned as a demonstration of the operation of a



Above—Two junior counselors serve as craft assistants.

Left—Regular daily meetings of the camp counselors make for a smooth running camp.

4-H camp in so far as possible. Counselors are selected to serve as program director for the day, cabin counselors, assistant craft instructors, dining room supervisors, and other positions of responsibility. Every effort is made to give the counselors the "feel" of conducting a camp. In addition there are discussions on the jobs of counselors as well as opportunities for recreation. We want the counselors to have a good time while learning camp responsibilities.

Around 1,000 counselors are being reached through this training program each year. There are sufficient repeaters to help make these a demonstration and workshop type of camp. State staff members assist with these camps. We have been fortunate in being able to use Sears Roebuck Foundation funds to pay the fees of the counselors.

County camp planning conferences, which include these counselors, have been an important link in the training program. Some are able to meet both before and after the training camp to better organize and prepare themselves for their county camp.

Little subject matter is included in Ohio 4-H camps. One exception is conservation information which is offered by a conservationist at each camp, made possible through a grant from the State Department of Natural Resources. For the most part, programs consist of crafts, recreation, dramatics, music, vespers, and other group activities.

# The Art of LISTENING

DOROTHY EMERSON, Associate State 4-H Club Leader, Maryland

**T**HE art of listening is well worth cultivating. The more you practice it, the more adept you become and the more useful it is to you.

It is said that Henry Ford while talking with a group of men would suddenly walk away as though the men weren't there. An idea he'd been searching for had come to him and he wanted to give it undivided attention.

An extension worker especially needs to be a good listener. Each person who comes to the extension office for a conference has a special reason for coming. Sometimes a person will talk about many things before she can bring up the real question or problem on her mind. Quiet, courteous, understanding listening on our part makes the farmer and homemaker feel our sincere interest and assures them that we really want to help them.

## *Begin With the Possible*

Begin with small experiments. Try for one day listening completely to what other people say to you with no thought of what you would like to reply. It may seem sad, but it's true that people do not usually want

to take our advice or accept our opinions. They hear only in the light of their own experiences. They must translate whatever they hear into their own world of thinking.

Listening calls for alertness, keenness, self-discipline. Few people know how to listen well. Even when someone is talking to you, notice how you are thinking of what you are going to say the minute you have the opportunity. We miss some of the most important information we need to hear, simply because we don't listen at the right time.

## *Welcome New Ideas*

Listening is mentally refreshing. Many high-salaried business executives take time to sit for an hour or so each day in a listening attitude. They call this "dispersed attention." They have discovered, when they empty their minds of patterned thinking, worries, and negative attitudes, that new, fresh ideas come into being.

Recently I had to give a talk on a timeworn subject in extension work. Day after day the same old ideas went through my mind. Finally I sat down and typed them out. Then

when my mind was emptied of its habit thinking, new expressions and thoughts came popping in. When you get the habit of listening for ideas, you'll keep a notebook handy and jot them down, for ideas come at strange times and places.

The chairman of a committee who listens and welcomes ideas will more likely have an active committee or discussion group. If the chairman has all the answers to start with, the committee members soon sense this and may sit back and say to themselves, well, all right, if he wants to run it, let him run it himself. Listening encourages cooperation.

Some of our colleges are now establishing courses to teach students the art of listening. Extension work is a wonderful field in which to test this art and to prove what a powerful quality it is for a leader to develop.

To summarize, listening helps to open up the mind, clears the way for new ideas, encourages a more positive approach to solving problems. It helps to establish mutual understanding and sympathy with others, and at the same time nourishes self-confidence.

## ECOP Spelled Out

*(Continued from page 127)*

sons; and (3) a decision on how to reach this potential. The latter should define clearly not only what should be done by and through Extension, but also those ways in which county groups can bring into play the assistance of other agencies, both State and Federal, whose services can help the local situation.

### *To Determine Needs*

ECOP felt it was imperative to get such a program underway immediately. Accordingly, it asked Administrator C. M. Ferguson of the Fed-

eral Extension Service to assume leadership, with the hope that between June of 1955 and the first part of 1956, at least 5 to 10 percent of all counties would have carried out this procedure, with others to follow as rapidly as possible. Meetings of directors in all regions were called for in August 1955 at which the proposal was thoroughly discussed and agreed on, together with procedures for getting it underway in the States and counties. It was further discussed at the annual meeting of all Extension directors.

This is not a new method of program planning and projection for Extension, since the needs of farm people and farm related groups in the counties have always been the basis for its programs. But it has resulted in new and vigorous attention to seeing that it actually works this way in the counties, and that planning arrives at definite goals and realizable programs. It is placing Extension, the land-grant colleges, and the Department of Agriculture in position to say with firm and factually backed conviction: "This is the program, and these are the needs of the future. They are arrived at and stated, not by us, but by the people we serve."



# Invite Parents Into Partnership in 4-H

MRS. ETHEL M. CROSS, Associate County 4-H Club Agent, Hampden County, Mass.

EVERY 4-H Club worker knows that the girls and boys who really "go places" in 4-H Club work are those whose parents are solidly behind them in their 4-H endeavors. Yet, all too often we fail to take the steps which will insure parental interest, and then we bemoan the lack of parental cooperation. And often it takes such little things. A phone call or a home visit will go a long way toward securing parents as loyal partners in the 4-H program.

If parents are to be working partners, they need to know the aims and objectives of 4-H Club work. We can not expect them to be heartily cooperative if the only time we think of them is when we need refreshments or an extra car for transportation to some 4-H event.

It is a good idea for the local leader to invite the parents to the first meeting of a new club. The parents will have the opportunity to learn what the club aims to do, what the project requirements are, and what materials the members will need to participate in the program. More important, it will establish a friendly relationship between the parent and the leader.

Many parents who have specialized knowledge or skills are hesitant about offering their services, but will usually respond willingly if asked to pass along this knowledge to club members. A parent who has a special flair, for example, for tying fishing flies, can be invited to come to a club meeting and show the club members how it is done. You'll be surprised at the wealth of interesting "extras" which can be added to the club program in this way. And the important point is that the parents will enjoy doing it. It also gives the members a feeling of pride that their "mom" or "pop" was invited to talk.

Parents are our richest source of club leadership. Every parent is interested in seeing that his children get the good things of life. Many a busy parent will lead a club in

order that his own child may have the benefits of 4-H Club work. It is true that the average parent-leader stays in club work longer than leaders who are not parents.

We have an outstanding example here in our own county of a family where the leadership has continued to the third generation. In fact, I believe we have the only example in the State where three generations are simultaneously leading 4-H Clubs.

Mrs. Gladys Whitten of Brimfield, mother of five children, became a leader in 1925 and served through 1938, and from 1947 to the present time. All of her children were in 4-H Club work, and her daughter Irene, at the age of 14, started as a junior leader of a clothing club and served as junior leader until she was 21. Irene is receiving her pearl clover award this spring, having completed 15 years as an adult 4-H leader.

Four years ago a granddaughter, Patricia, who has been a club member ever since she was old enough to join, became a junior leader and is now completing her fourth year of junior leadership.

There you have it, a total of 42 years of club leadership, because a busy mother felt it was important that her children have the benefits of 4-H Club work.

What can be done to show our appreciation and to recognize such service? We have no money with which to pay our volunteer leaders; and even if we had money, it could not pay for their sort of dedication and service.

For the past 17 years here in Hampden County, we have awarded 4-H family certificates. These are awarded to families in which both parents and young people have been active in 4-H Club work. Participation by the parents may or may not take the form of club leadership.

Each year one or two families are selected as meriting this award. We make quite an occasion of it. It is awarded either at the annual achieve-

ment banquet or at the annual leaders' banquet. All the family are guests of honor at the banquet. At time of presentation they are asked to come to the rostrum. The record of the family's activities is read and the framed certificate is presented.

A small thing, it is true, but it means a great deal to the families receiving these certificates. We are happy to note as we go about the county that these certificates occupy an honored place in the home, usually over the fireplace or in the dining room for everyone to see.

The first families to receive such certificates were the Edwin S. Hartley family of Westfield and the Charles W. Brown family of Feeding Hills. Incidentally, the two Hartley girls and Jean Brown later went into extension work as 4-H county extension agents.



Here in Hampden County our annual achievement suppers or "family nights" would be impossible without the hearty cooperation of parents. Because this starts with a supper to which the entire family is invited to attend, the parents are asked to contribute food for a "pot luck" meal. In this way it is not a hardship to any family, and it's an affair to which families look forward all year.

Yes, parental cooperation is extremely important, and once we begin to look for it, we will be astonished at the wealth of help and inspiration we will find waiting to be tapped. It's ours for the asking.

# Iowa Women Learn To Serve Nutritious Meals

CARMEN L. DEWAR  
Cherokee County Extension  
Home Economist, Iowa

**H**AD you been invited to dinner in an average farm home of Cherokee County, Iowa, about 10 years ago and again today, you would be aware of a great difference in the menus. Ten years ago you might have been served pork chops and corn, fried potatoes, bread, pie and coffee.

It's a different story today. With your meat and potatoes, you'd also be served 2 or 3 vegetables, fresh from the freezer, and plenty of milk.

Cherokee County is an area of large farm units with a relatively high income from hogs and cattle. A few years ago many families had neither gardens nor dairy cows and were too busy to go to town for fresh vegetables and milk.

Suspecting that nutritional standards were low, Dr. Ercel Eppright, head of the food and nutrition department at Iowa State College made a study in 1947. She found that the consumption of milk and green or yellow vegetables in the county was far below the accepted standards for an adequate diet.

Leaders among homemakers in the county were eager and willing to help develop a nutrition education program, and offered their services to the new county extension home economics agent. She attacked the problem of deficient diet from two angles.

## *The Novelty of Frozen Foods*

Noting that many families had not learned to use vegetables, the home agent used the then novel and attractive frozen vegetables as an attention getter. She presented lessons on frozen food management in the home of the woman who first purchased a freezer in the community.

By emphasizing the variety of vegetables and fruits that freeze the best, the question arose as to how to obtain them, for they were not available in

the local markets. The home economist, who had grown the approved varieties in her garden and had frozen them, carried them to the meetings for the homemakers to see.

The demand for freezers increased as a result of interest created by the home economist as well as advertisers, of course. The merchants who sold garden seeds cooperated with the extension office by ordering those varieties best for freezing that were approved by Iowa State College.

Packages of the garden seeds were shown to both men's and women's groups where the home economist talked on the value of gardens, relating her talks to the family's health. The Basic Seven wall chart, the wheel of good eating, was distributed widely and hung in hundreds of farm kitchens.

Homemakers learned the daily food requirements, how to save food nutrients, the principles of cooking vegetables, the use of canned and frozen vegetables in recipes, and finally had a lesson on how to vary recipes by using herbs.

Now in 1956 many of the Cherokee farm homes have not only one freezer but often two. The desire to safeguard their health led to an interest in a superior frozen product, better gardens, a wider variety of vegetables, and more interesting, attractive meals.

## *Better Meals With More Milk*

At the time of the nutrition study, a countywide health survey of 4-H Club girls showed the need for better diets. The women's and 4-H girls' county committees, who recognized the value of nutrition lessons, helped to plan programs that emphasized the use of milk.

Lessons on menus and recipes that called for milk were taught adults in all sections of the county. Exhibits were shown in public places, training workshops for local leaders were held, and in every way possible, they emphasized the values of milk.

In Cherokee County, the farmers produce steers and hogs, but have the fewest dairy cows of any county in Iowa, which means that many families had to buy their milk. Because it wasn't always convenient to purchase liquid milk, families didn't use as much as they needed.

To help solve this lack in the diet,

the home economist for 4 years included in her program classes on the use of nonfat dried milk. The 4-H Club girls, too, held workshops and learned how to use nonfat dried milk in drinks, puddings, cake toppings, cookies, quick breads, meat dishes, pancakes, and various desserts.

Newspaper stories and radio and television programs carried to the public the information about using milk, both liquid and dried. Although an evaluation study of this 8-year nutrition program has not been made, there is ample evidence that hundreds of families are eating better balanced meals than they were at the time the nutrition study was made and homemakers rallied forces to improve the situation.

*We tried and like...*

## 3-Day Workshops

OLIVE C. McCracken  
Home Adviser  
Solano County, Calif.

**T**HE best device we have found for getting a maximum amount of information to large numbers of homemakers is the workshop of 3 to 5 days' duration. In charge of trained project leaders, 2 or 3 workshops are scheduled simultaneously in nearby communities so that the home adviser can visit each one for a part of the session.

With the installation of military bases in Solano County, the number of families living here has increased tremendously. Mare Island Naval Base, Travis Air Force Base, and the Benicia Arsenal all have been developed since World War II. This has brought rapid shifts in population and many attendant problems.

Add to this the trend of city families to acquire small acreages and farm operators to live in towns, and there is created another need for new extension methods. Excellent highways make all parts of the county readily accessible. The women no



longer need the social aspects of the home demonstration meetings, but they do need and want technical advice on homemaking.

Traditionally, Solano County's interests are diversified farming. In one district of large farms, the small children had little opportunity for associating with other children of the same age until they entered school. Many of them found it difficult to adjust easily. With help from our extension office, the mothers organized a preschool. In other sections of the county, preschools were started to satisfy different needs. Discussions in family relations and child development were included in the program for the families who wanted the experience.

Clothing, upholstery, drapery, child development, and nutrition workshops have been carried on successfully in this way. The fact that the home adviser looks in on each workshop gives the project leaders an opportunity to get her advice and help on problems beyond their experience.

The nutrition workshop has been very popular as a means of helping the homemaker build a healthier family. The amount of nutrition that can be taught in an hour is superficial compared to that which can be concentrated into 3 days of 5 hours each. The women are taught how to check diets for vitamin, protein, and other nutrient requirements. Diets are analyzed. Better shopping and cooking practices for improved family meals are discussed, and other questions for individual homemakers were answered.

Unexpected dividends sometimes accrue from these workshops. This was evident during the recent California floods. On one of the islands, Ryer, where the levees fortunately held, the women were nonetheless in semi-isolation. Thankful for their own good fortune, they took it upon themselves to help the residents of a less fortunate neighbor island. Three upholstery project leaders and three of their cooperators dried out, rebuilt, and renewed two truck loads of soggy furniture for these neighbors. And this was done with only telephoned advice from the home adviser. Their previous training enabled them to turn out new looking furniture from mud-caked, unglued, hopeless looking

overstuffed pieces. Indeed, workshops furnish a rare opportunity "to teach," not just "tell."

Most of these women have shared their experience insofar as possible with neighbors, friends, and families. As a result, many requests have been made for more of these workshops.

## Special Classes Offered Young Homemakers

MRS. VIOLA M. SMITH  
Home Agent,  
Moniteau County, Mo.

**M**EMBERS of the home economics extension clubs in Moniteau County, Mo. realized that many young homemakers wanted to learn to sew for their families, but did not have time to be members of regular clubs because of their pre-school age children.

To meet this need the county program committee arranged to offer special tailoring classes to be held outside the regular extension club meetings. The classes were open to any homemaker who wanted to enroll and learn to make tailored garments. Older women cooperated in the program by serving as baby sitters.

Thirty-six enrolled for the course. Because of the specialized nature of tailoring a coat or suit, the number in each class was kept small. Each of the 6 classes had 5 meetings, held in homes or community meeting places, depending on the wishes and convenience of the members.

All members attended a general meeting. Then they learned to take body measurements and alter patterns. After the patterns were altered, a mullin jacket, skirt or coat was cut and made to fit the alterations. When the necessary adjustment was made the pattern was cut from the woolen materials.

The third class was spent on the first fitting and demonstrations on the proper trimming and pressing of

seams. The use of other pressing aids was also explained to insure a smoother and neater fitting garment.

Finishing details, such as tailored buttonholes, handmade buttons, pockets and belts were taught at the fourth class meeting. The fifth class was devoted to demonstrations on putting in the hems and linings. Once the women had learned these skills they were able to give that prized professional look to the garments.



Mrs. Clyde Dummermuth, left, shows Mrs. Clayton Basinger and Mrs. Gene Rohrbach, all of Moniteau County, Mo., how to use pressing equipment.

Many of them find that the skills they have learned can be used to make children's coats, which are expensive to buy and soon outgrown.

The garments which were made cost one-half to two-thirds of the purchase price of comparable suits or coats found in stores. Besides learning to sew and saving on the family budget, these young homemakers had the pleasant experience of working with a group.

The young women are now looking forward to participating in the dress revue which will be part of the Family Night program in November. This new interest and new opportunity had helped us reach many young homemakers who are not enrolled in our home economics clubs in Moniteau County.

# Indiana Specialists

## TEST THEIR TEACHING SKILLS

MARY ALICE CROSSON, Assistant Extension Editor, Indiana

TO THE UNINITIATED, it is difficult to understand how a staff of 95 home demonstration agents and State staff can possibly influence the lives of 203,710 homemakers plus their families. Yet they do—with amazing results. And they have the facts to prove it.

Indiana's 74 counties have 82 home demonstration agents in the Cooperative Extension Service. At the State level, Eva Goble heads the work, assisted by 3 assistant State leaders and 10 home economics specialists.

Last year 69,636 women were enrolled in home demonstration groups and 134,074 were reached through home visits, office calls, community and neighborhood meetings, and mass media. Of the 69,636 homemakers, 29,555 served as local leaders in 1955. These women are the key links in this magic chain reaction.

Once the State home demonstration program is planned for the year, and that's a story in itself, the specialists plan their itineraries throughout the State. In the counties requesting their services, local leaders from each club meet to hear the specialists present their talks and demonstrations. The local leaders in turn give the talk and demonstration lesson to their club members.

Whether or not these women were teaching effectively was a question long in the minds of the Extension staff. In the past the agents and specialists had used brief, routine report forms to collect information regarding the adoption of recommended practices among the members of the clubs. This method was not satisfactory. They wanted dependable information about the influence these meetings were having on the local leaders, the other members, and the general communities.

Were they putting into practice what they had heard and seen done?

Two problems had to be figured out, namely: How to get more accurate information, and how to get more complete returns from the members. Questionnaires had to be written very carefully to get objective data, and they must be distributed correctly to assure a representative sample of both leaders and members taught.

Dr. Gladys Gallup from the Federal Extension office served as consultant in the preparation of the questionnaires and the sampling method. Each of 8 specialists selected one lesson she had taught within the past year.

The goal of the sample in each county was a minimum of 100 members, although a few more than the minimum were included to compensate for those members who had dropped out, moved, were deceased, or absent. Depending on the county enrollment, each fifth, seventh, or tenth member, for example, received a questionnaire. With the cooperation of the home agents and the club presidents a very high response was achieved, as you can judge by the following reports.

### *Clothing*

Clothing specialist, Lottie Sumner, and Grant County Home Agent, Grace Kelley, had presented a lesson on Dress Accessories to 88 voluntary leaders in Grant County, which has 1,064 club members. Judging by the returns of the sample, 873 women heard the lesson. Mrs. Sumner discussed the various types of dresses with which accessories are worn, the size and color of accessories, the care they need, and the relationship of accessories to personality types.

Replies indicated that 846 women had learned to look critically at their wardrobes before selecting accessories; 803 women said they studied the size of the accessory; and 707 women were more thoughtful now about the care that accessories must have. In answer to the question on wearing dress accessories, 794 said they learned that prints and patterned fabrics need little or no jewelry. Almost 350 women said that since hearing the lesson they had helped one or more persons choose an accessory color.

During the year this lesson was presented to a total of 692 voluntary leaders who taught in turn 9,616 Indiana women.

Frieda C. Stoll, clothing specialist, and Betty Sendmeyer, Clay County Agent, made an evaluation study of the lesson on Selection of New Fibers and Fabrics. Of the 88 questionnaires filled out, 75 were from club members and 13 from leaders. The county membership is 729.

Eighty percent of the members and 92 percent of the leaders had learned that the name of the fiber should appear on the fabric label. Ninety-two percent of the members and 92 percent of the leaders affirmed the need for label information on how to clean a garment. Seventy-four percent of the members and 92 percent of the leaders believed that the label should include the temperature for pressing. In answering the question about washing a wool and orlon skirt, 88 percent of the members and 84 percent of the leaders said it should be rinsed without wringing it. Other similar questions brought a similarly high correlation between the learning received by leaders and by members.



## Home Furnishing

Vanis J. Deeter, home furnishing specialist, evaluated her lesson on the subject of window treatment in Harrison County where Marjorie McKinney is the home demonstration agent.

Eighty-six percent of 500 club members had heard the lesson and 176 said they had changed a window treatment as a result of the demonstration. A high proportion of the members had learned how to make tall, narrow windows appear wider, how to select draperies to make a room seem larger, and other principles taught by Miss Deeter and the local leaders.



## Foods and Nutrition

The three foods and nutrition specialists, Miriam G. Eads, Lois Oberhelman, and Ann Liggett have been concentrating their efforts on weight control. Miss Eads, who is working in cooperation with the Indiana Heart Foundation, made her study with the assistance of Mrs. Martha Farson, home agent in LaPorte County. After one year in the program, the 73 women enrolled for the six weeks course reported that 8 had reached the desired weight and were maintaining that weight, 15 lost 10 to 46 pounds each, and 43 reported an average weight loss of 11.1 pounds after nine months. This group of women said that group motivation was an important factor in their ability to lose weight.

Lois Oberhelman, with the help of a former home agent, trained 60 leaders in Clark County. These women taught the lesson in 30 communities with a total enrollment of 600 women. According to the 88 questionnaires, 469 women heard the lesson. Of these, 182 were overweight. Seventy-seven percent of the women lost weight as a result of the lesson. This same lesson was taught in 19 counties in which 1,040

leaders were trained. They passed on the information to 14,488 women. One can conclude that hundreds of pounds of surplus fat were lost and many women's physical health improved through the teaching of this one lesson.

Miss Liggett is making a more detailed evaluation study of the weight control program as part of her graduate study plan. She is trying to determine whether the women have lost weight and maintained their desired weight through new food habits; what problems, if any, the women had in losing weight; and whether or not the series of lessons (taught by Miss Eads) was an effective means of teaching basic principles of nutrition.

## Home Management

Home management specialist Gertrude Monhaut cooperated with Mrs. Nell Bastin in Boone County to evaluate her lesson on home business methods. In 1954, 6,269 club members in Indiana had heard this lesson. The study showed many women had made changes in their home affairs when only personal action was required. Where the help of other family members was needed or a problem required careful thought, not much had happened.

Of the 767 members present for this home business lesson, 430 had inventoried their business centers. 330 said they needed to make a change, and 138 had made changes in their business centers; 345 members said they had enough insurance, and 84 thought their insurance plans needed adjustment; 184 had decided they needed a will and 9 had made a will since the lesson.

In Lake County, 840 of the 1,200 home demonstration club members heard Ruth Hutcheson, home management specialist, conduct a demonstration on home storage. With the help of the home agent, Lucile Smith, almost 100 percent of the 121 questionnaires sent out were returned. Of these, 104 had heard the lesson, 32 from the specialist and 72 from the local leaders. Seventy percent of the leaders and 42 percent of the other members had made changes in their clothes storage, and all indicated

satisfaction with the changes. This study certainly supports the premise that local leaders are effective teachers.



## Family Life

Dr. Dorothy V. Mummery, Extension family life specialist, chose for her evaluation study a lesson called Putting Life into Living. Responses to her questions indicated that a high degree of learning had taken place among the members through the local leaders' excellent teaching.

Dr. Mummery chose Delaware County for her study. She was assisted by the home agent, Mrs. Marie Bowen, in distributing and collecting questionnaires for 162 women, the sample chosen to represent the 1,638 women who heard this series of talks. As a result of the talks 1,246 women had made more effort to spend time on personal interests and hobbies; 1,286 women made an effort to make friends; 1,246 women were trying to build up their physical health; 1,221 were making more effort to develop common interests with their husbands, children or others; 1,009 were trying to read more; 440 were beginning to learn a new creative skill, such as handiwork or crafts.

The Indiana specialists, in reviewing the values of these studies, believe that they proved more than the fact that local leaders are effective teachers. The studies made each specialist and each home agent much more aware of the objectives in each subject matter field. They also contributed new meaning, new significance to county program planning.

These evaluation studies also proved how all the staff—home agents, specialists, and supervisors—key into the guidance and operation of a harmonious and successful home demonstration program.



## *Puerto Rican Extension Staff Pursues Vigorous Communications Program*



A group of foreign trainees hear from County Agent Pedro J. Algarin how a bulletin board on a roadside serves to reach the farmers, housewives, and 4-H'ers of that community. In the lower end of the bulletin board there is a rack for folders and leaflets.



Dr. William Sumner (extreme left) of the University of Wisconsin, and Libian, Paraguayan, Brazilian, Peruvian, and Thailandian trainees observe the results of breeding work with milk goats at the Lajas Substation.



Tropical trees, wild orchids, parrots, wild pigeons, giant lizards, giant ferns, a waterfall, a picnic table, and benches made up the set of a TV show presented by the Extension Service of the University of Puerto Rico in coordination with the U. S. Forest Service in Puerto Rico last June.



The home agent and the consumer education agent hold demonstrations at the market place in Puerto Rico on the use of foods in abundant supply, letting the people taste different dishes and distributing publications containing recipes and guides to buying.